



Visible Learning Seminar:

When Teachers See Learning Through the Eyes of the Student
and When Students See Themselves as Their Own Teachers

March 11-12, April 18, and May 31, 2013

GRREC is excited to offer **Visible Learning**, based on John Hattie's ground breaking research. What attributes of the teaching and learning process truly make the difference in a student's learning? If we can clearly identify these attributes by making learning more visible to teachers, we can impact achievement for all students. Attend this Visible Learning Seminar and examine Professor John Hattie's internationally acclaimed research in *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2009) and his book *Visible Learning for Teachers: Maximizing Impact on Learning* (2011). *Visible Learning* synthesized the results of more than 15 years of research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those concepts of the research to a completely new audience. Written for educators and students, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom.

Ainsley Rose, Professional Development Associate for The Leadership and Learning Center will be leading this work. Participants in these four days can expect to receive the 2-day Foundational Seminar, as well as their 2-day Evidence into Action Seminar. Participants will be able to discover what really matters in making learning visible for students, explore Visible Learning research and the characteristics of visible learners, dig deeper into visible learner characteristics, plan for measuring the critical areas effecting student learning, and use effect sizes of collected data to make effective decisions about teaching and learning.

Audience:	Principals and building-level Curriculum Coordinators Superintendents, Instructional Supervisors and other district instructional personnel
Dates:	March 11-12, April 18, and May 31, 2013
Location:	Green River Regional Educational Cooperative • 230 Technology Way • Bowling Green, KY
Time:	8:30-3:30 (CST) Registration and continental breakfast will begin at 8:00 a.m. Lunch will also be provided on-site.
Cost:	\$500.00 per participant - Includes materials, breakfast, and lunch

SPACE IS LIMITED TO 120 PARTICIPANTS ❖ EILA CREDIT IS AVAILABLE

Registration Form**Visible Learning Seminar****March 11-12, April 18, and May 31, 2013**

Green River Regional Educational Cooperative 230 Technology Way • Bowling Green, KY • 42101

Please Print:

Names of Participant : _____ Position _____

District: _____ School: _____

Phone #: _____ Contact's Email: _____

P.O. # _____ (required for registration)

Note: School district (or school) will be billed following the activity based upon registration. Cancellations must be made within five (5) working days of the activity to avoid being billed. Substitutions will be allowed.

Registration Deadline: March 1, 2013Register on-line at www.grrec.ky.gov

or

Fax this completed form to GRREC at (270) 563-2208

Sponsored by

Green River Regional Education Cooperative

230 Technology Way • Bowling Green, KY • 42101

Phone: (270) 563-2113

FAX: (270) 563-2208

Toll Free 1-866-318-6648

For information or questions, contact Melissa Biggerstaff
by phone at (270) 563-2113 or e-mail melissa.biggerstaff@grrec.ky.gov



Ainsley Rose

The Leadership and Learning Center®

Ainsley Rose retired after thirty-five years in education. As the former director of education and curriculum for the Western Quebec School Board in Gatineau, Quebec, Ainsley was responsible for initiating many systemic changes that continue to impact teaching and learning within the school board today. Throughout his career as an education leader, Ainsley has incorporated his expertise within a wide range of principles, practices, and concepts, all of which have significantly improved schools. These include Effective Schools, Professional Learning Communities at Work™, Instructional Intelligence, and standards and assessment. Ainsley is also trained in Steven Covey's Seven Habits of Highly Effective People®, the TRIBES teaching process, and more recently One Smart World, an approach that emphasizes the essential underlying thinking and emotional strategies of successful, intelligent behavior. Ainsley has presented across Canada and the United States on a range of educational topics. With experience as an elementary and secondary classroom teacher and principal, as well as an instructor of graduate-level courses for administrators and pre-service teachers, Ainsley shares perspectives that resonate with all educators. His presentations deliver practical school improvement strategies that work at every level, from within the classroom to district-wide support. Having worked in a French province in Canada his entire career, Ainsley is proficient with the French language.

Ainsley served as chair of the Committee for Anglophone Curriculum Responsables and the Implementation Design Committee, and was named to the Advisory Board of English Education by the Minister of Education of Quebec. Ainsley has also received the Outstanding Achievement Award from the Association of Administrators of English Schools of Quebec.

Ainsley is a contributing author for three publications with Solution Tree Press. In *The Teacher as Assessment Leader*, the chapter is "Creating Equity in Classroom Assessment for English Language Learners and Students with Special Needs." The *Principal as Assessment Leader* featured a chapter titled "The Courage to Implement Standards-Based Report Cards." The *Collaborative Teacher* contains the chapter "Common Assessment: Bridging the Gap Between Teaching and Learning." He has also contributed a chapter in a new publication with Lead and Learn Press on 21st Century Schooling and Data Teams, as well as *Activate: A Leaders Guide to People, Practices and Processes*.

Ainsley earned a Master of Arts degree and Bachelor of Arts Honors degree from the University of Western Ontario, Certificate in Education from Concordia University, and Certificate in French as a Second Language from the Adult Education Center in Cowansville, Quebec.

Ainsley is married with three grown children who all live in the province of British Columbia. His wife, Rahnieda, is a high school music instructor who keeps his educational theories grounded in practical approach.